
Rationale and Considerations for Strategic Teacher Hiring:

1. *Train interview teams to focus on behaviors and motivation.* 73% of U.S. principals weren't trained by their school system in how to conduct fair, legal, and effective interviews (Hindman & Stronge, 2009).
2. *Inform candidates that you will be looking for specific examples.* Interview prompts asking candidates about hypothetical situations result in more consistent ratings than ones asking about opinions or facts (Maurer & Fay, 1988). Better yet are experience-based questions, which ask about actual performance, are more predictive of future job performance than situational questions. Interviewees were more effective at conveying information about their performance when given an experience-based question than when they were given a hypothetical situation--even when the interviewees were novices. (Huffcutt, Weekley, Wiesner, DeGroot, & Jones, 2001).
3. *Structured interviews* provide each interviewee with the same series of questions, giving equal opportunities to share information about work experience. Principals reported that hiring decisions were best with a structured interview (Bourke & Brown, 2014). The weighting of the interview prompts should be determined locally according to district priorities.
4. *Organize your protocol.* John Hattie's examination of more than 900 meta-analyses uses effect sizes to illustrate the impact of various influences on achievement. Many of the top influences are instructional strategies, additionally teacher credibility (#4), teacher clarity (#9), and teacher-student relationships (#12). Classroom management is #42 (Hattie, 2012), yet many interviews ask a lot of questions about classroom management (Hindman, 2014).
5. *Develop a consistent rubric from which to score the candidates.* Rating scales may reduce bias and enhance interviewers' consistency of judgements about candidates' responses (Campion, Palmer, & Campion, 1997). At minimum create rating scale of 4 = Exceeds expectations for position, 3 = Meets expectations for position, 2 = Meets some expectations and does not meet some expectations for position, 1 = Does not meet expectations for position
6. *Keep notes* related to what the candidate has actually done or is currently doing related to the question asked. Follow district protocol related to the securing of notes recorded during interviews. (i.e. send to H.R. or shred)
7. *Core qualities serve to jump-start the interviewer's brain* about what is commonly heard in a good response to a question. Do not use the core qualities as a checklist or required talking points--a candidate certainly could have an appropriate response that is not included (Hineman, 2014).
8. *Consider taking an inventory of your current interview questions.* Do they align with the standards? What did you discover?

Standard 1: Professional Knowledge

Core Qualities: Curriculum standards, higher level thinking skills, connecting content to real-world and previous experiences, knowledge, skills, understanding of subject matter, understands age group

Interview Rating for Standard 1

Distinguished <i>In addition to meeting the requirements for Effective...</i>	Effective	Developing	Unsatisfactory
The applicant displays a deep understanding of content, pedagogy and students.	The applicant displays satisfactory knowledge expected of the content, pedagogy, and students.	The applicant displays an adequate amount of knowledge, but needs to develop deeper professional knowledge.	The applicant makes substantive errors or displays lack of the knowledge critical to the functioning of the applicant in a particular curricular area(s).

Sample Interview Questions Standard 1: Professional Knowledge

1. What have you done outside your formal education classes to improve yourself as an educator? (Could/ Would for new candidates)
2. Share your philosophy and experience in teaching (insert content area)?
3. What would you say would be one strength and one challenge that you have faced when teaching (insert content area)?
4. Think about a unit you have taught. Tell why you selected particular teaching strategies to address the curriculum.
5. What are the connections between (insert content area) and the “real world” that you have helped students to understand? How?
6. What knowledge do you have regarding the following approaches/programs: (insert programs) or any others you find useful. Also, highlight any experiences you have had using (insert program).
7. How do you best support students experiencing poverty or chronic stress and trauma to ensure their success in school? Talk about strategies you have used for overcoming the challenges they may face and ways to empower them to thrive academically and socially.

Standard 2: Instructional Planning

Core Qualities: Uses data to plan lessons, plans for pacing, coverage, transitions, plans for differentiated instruction, adapts plans, uses resources to communicate with stakeholders about curriculum

Interview Rating for Standard 2

Distinguished <i>In addition to meeting the requirements for Effective...</i>	Effective	Developing	Unsatisfactory
The applicant responds with examples of how data is regularly used to plan lessons, pacing and differentiated instruction and adjustment based on student needs.	The applicant satisfactorily demonstrates the ability to plan using approved curriculum and instructional strategies. Provides examples of how data is used while planning instruction.	The applicant inconsistently demonstrates the ability to plan using an approved curriculum, instructional strategies and differentiation.	The applicant was unable to demonstrate the ability to plan or differentiate.

Sample Interview Questions Standard 2: Instructional Planning

1. A team member brings forward an activity, for the team to do, but after you look into it, it does not align with what you are teaching or measuring, how would you handle this situation?
2. Share your long and short-term planning process for instruction.
3. Describe how you plan and promote high expectations for student achievement during your instructional time.
4. How would you structure a classroom to engage several levels of students with special needs?
5. Talk about a time you used data in your instructional planning?
6. How have you incorporated what the students do and learn within your lesson planning process?
7. How do you ensure that your teaching materials and other resources are inclusive and representative of diverse cultures and backgrounds?

Standard 3: Instructional Delivery

Core Qualities: Engages students in active learning, builds on students existing knowledge, uses a variety of instructional strategies, uses resources to enhance student learning, differentiates instruction, reinforces learning goals, checks for understanding

Interview Rating for Standard 3

Distinguished <i>In addition to meeting the requirements for Effective...</i>	Effective	Developing	Unsatisfactory
The applicant provides a deep understanding of best practices, varied learning strategies, student engagement, differentiation and formative assessments. Higher order thinking skills are evident throughout instructional strategies.	The applicant has satisfactory understanding and can provide specific examples of best practices, student engagement, differentiation, and formative assessment practices.	The applicant has strands of understanding but growth potential. The applicant has philosophy but needs time to implement the structure.	The applicant lacks understanding of effective instructional strategies and/or displays lack of knowledge of meeting individual student needs.

Sample Interview Questions Standard 3: Instructional Delivery

1. Share two or three effective teaching strategies and examples from your teaching experience.
2. How have you worked with special education educators to create a team approach to working with students that have special needs?
3. Describe a time when you departed from a planned lesson to capitalize on a teachable moment.
4. Describe strategies you would use to ensure that students with disabilities are included in the regular classroom?
5. How does your use of instructional time demonstrate that learning is students' primary purpose?
6. Describe how you engaged your students in their learning.
7. What have you done when a lesson or strategy doesn't appear to be working?
8. How do you incorporate diverse perspectives and voices into your teaching practices and what strategies do you use to ensure that all students feel represented?

Standard 4: Assessment For and Of Learning

Core Qualities: Uses data to plan instruction, expectations, document learning, involves students in setting and monitoring learning goals, uses a variety formal and informal assessment strategies to inform, guide, adjust, align assessment with curriculum, collects and maintains student data for student reporting, gives constructive and frequent feedback

Interview Rating for Standard 4

Distinguished <i>In addition to meeting the requirements for Effective...</i>	Effective	Developing	Unsatisfactory
The applicant displays strong evidence of situations where they support student monitoring of their own progress. Applicant also responds with examples of how formative and summative assessments drive instruction.	The applicant shares examples of regular use of formative and summative assessment practices to drive instruction with his/her classroom.	The applicant is aware of different types of assessments but provides minimal or no examples of using formative and summative assessment to drive instruction.	The applicant provides no evidence of sound assessment practices and shares examples that are known to have a negative impact on learning. (grading practices to include zeros, etc.)

Sample Interview Questions Standard 4: Assessment For and Of Learning

1. Share how you use homework to support learning.
2. Explain a variety of ways and types of “formative” assessment that you would use and why?
3. How often do you feel students should receive feedback regarding their learning and give two examples from your teaching experience(s).
4. How do you use data to individualize instruction for students? Why?
5. Explain how you share your grading system with students and families.
6. How do you ensure alignment between your instruction, assessment and the district curriculum?
7. How do you assess students to meet their diverse needs? Describe a time when you had to accommodate the needs of a student with a disability or unique situation.

Standard 5: Learning Environment

Core Qualities: Effective routines and procedures, safe physical setting, climate of trust and teamwork, promotes respectful interactions, environment that is appropriate and challenging, encourages risk-taking, respects diversity, uses a variety of communication tools to include all learners

Interview Rating for Standard 5

Distinguished <i>In addition to meeting the requirements for Effective...</i>	Effective	Developing	Unsatisfactory
The applicant describes and gives examples of a dynamic environment in which students are self-directed, encouraged to take risks, demonstrate perseverance, and respect for classmates.	The applicant provides examples of procedures and routines that support a student-centered, safe, respectful environment for all learners.	The applicant describes some components with minimal examples of a safe, student-centered learning environment.	The applicant is not able to describe components or examples of a safe, respectful learning environment.

Sample Interview Questions Standard 5: Learning Environment

1. What strategies/efforts have you used or made to foster a diverse culture within your classroom and school? What specifically have you done to ensure everyone is successful and respected?
2. Describe how you motivate your students to become active learners in your classroom? Explain what you do if a student refuses to work.
3. Talk about what you do with students during the first few weeks of the school year to establish a positive classroom environment.
4. Describe the optimal learning environment; what do you feel is important in facilitating an engaged learning environment.
5. How do you know you have established a learning environment that is challenging, respectful and encourages risk-taking?
6. Describe the classroom management strategies that have worked best for you. How are these strategies related to your philosophy on student discipline?
7. What strategies do you use to promote open and respectful communication among students, and how do you encourage students to listen to and learn from each other's perspectives?
8. How do you address instances of bullying or harassment in the classroom, and what steps do you take to prevent such behavior from occurring?
9. How do you create a safe and welcoming classroom environment for students who may feel marginalized or excluded, such as students who identify as LGBTQ+, students of color, and students with disabilities.

Standard 6: Professionalism

Core Qualities: Builds positive and professional relationships, follows laws and policies, implements professional learning, self-reflects, works collegially and collaboratively

Interview Rating for Standard 6

Distinguished <i>In addition to meeting the requirements for Effective...</i>	Effective	Developing	Unsatisfactory
The applicant provides specific examples of leadership and engagement in and reflecting on collegial, collaborative, and ethical components of the position.	The applicant demonstrates an understanding of the collegial, collaborative, and ethical components of the position.	The applicant demonstrates an adequate understanding of collegial, collaborative, and ethical components of the position but needs further development.	The applicant makes substantive errors or demonstrates a lack of understanding regarding the collegial, collaborative, and ethical components of the position.

Sample Interview Questions Standard 6: Professionalism

1. Explain what motivates you to achieve personal goals?
2. Give an example of a time you used constructive criticism to grow as an educator.
3. What contributions will you make to your school and your students?
4. Describe an effective team that you have worked on. What made the team successful?
5. Share examples of your collaboration skills and how you have used the skills in an educational setting.
6. Describe how you build rapport/communication with families.
7. How important are student and parent relationships to your teaching? How do you create those relationships?
8. How do you measure your success as a teacher?
9. Describe experiences you have had with co-teaching, team teaching and collaboration with other staff.
10. Share a conflict situation you have had with another teacher, parent or adult and describe how you handled it.
11. Describe a time when you had the opportunity to work with a student, family, or coworker whose cultural background or beliefs were different from your own. How did you approach the situation and what did you learn from it?

Utilize the template provided below to assess your current status in relation to interview questions that are in line with one or more CESA 6 Effectiveness Project Standards.

Sample Interview Question	Professional Knowledge	Instructional Planning	Instructional Delivery	Assessment For and Of Learning	Learning Environment	Professionalism
ex. Explain what motivates you to achieve personal goals?						X
ex. Share two or three effective teaching strategies and examples from your teaching experience.			X			

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